

School of Theology and Ministry
Seattle University
901 12th Avenue, PO Box 222000
Seattle, WA 98122-1090

Winter Quarter 2014

COURSE INFORMATION

STMM 558-01 Ministerial & Theological Integration I

Tuesdays, 9:00am-11:50am

Classroom: HUNT 160

Prerequisites: STMM 553, STMM 560, STMM 554

INSTRUCTOR

Rev. Dr. Richard Cunningham DMin

Office: Hunthausen Hall, Room 127

Office Hours: By appointment – call or email

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Texts and Materials

- **Required Texts:** Selected Readings in the text listed below - See *MTI Student Text* for details -
 - Graham, Walton, & Ward *Theological Reflection: Methods* [selected Chapters]
 - Ronald Richardson, *Becoming a Healthier Pastor*
 - Edward Wimberly, *Recalling Our Own Stories*
 - Catholic students are required to read two additional documents – determined by the Archdioceses and listed in the *MTI Student Text*
- **Required Materials** – *MTI – Student Text* is required – Purchase at Super-Copy – Or Download to your Notebook, Laptop, or handheld device..
- **Supplemental Texts and Materials**— may be provided as well

Course Description

- This course sequence (STMM 557, 558, 559) combines two critical elements: 1) a supervised field experience or internship in ministry and 2) a weekly class. The internship provides the student with the opportunity to apply academic understanding in a ministerial setting. The course sequence provides students an opportunity to reflect on their ministry and enhance their intra- and inter-personal skills. The course work focuses on each student's ability to integrate core competencies as well as create personal professional goals. In the class setting, students will use various theological reflection models as well as group and one-to-one interaction to reflect on ministerial experiences. In STMM 557, students explore ministry as vocation, their "call" to ministry as private, public (community of faith) and divine. Students develop a sense of individual identity and professional integrity as they engage in the practice of ministry. Prerequisites for the sequence: STMM 553, STMM 554 and STMM 560. Course Goals and Objectives
- **Learning Outcomes:** The learning outcomes are discussed and provided in detail in Chapter 3 of the *MTI Student Text*.
- **Assessment of student learning processes:** Assessment criteria and rubrics are found in the *MTI Student Text*.

Course Requirements Each requirement should be related to the specified student learning outcomes. Some items to consider in this section include:

- Attendance, Presentations, Participation, Experiential Assignments, Due Dates, Goals [personal and professional, Assessment and grading criteria, Written Assignments as described for each assignment in the *MTI Student Text* (include required format – Choose APA, MLA, or Chicago Manual)

Papers: Unless otherwise noted all papers are to be distributed electronically to peers and faculty 3 days prior to class presentation. [For the Tuesday am Class – Sunday evening]

Grading Criteria

Course Requirements for a “B” grade - [See Chapter 3 of the MTI Student Tex]

- Class participation and Regular attendance –
- Competencies / Outcomes and Goals
- Papers / Assignments / Evidence of assigned reading
- Feedback / Evaluation

To receive an “A” grade: “...an outstanding achievement in these areas.”

Schedule of Course Activities are found in the pages that follow and include the following:

- Outline of topics and assigned readings
- Holidays
- Assignment Due Dates

Policies

- Attendance, late arrival to class, and participation policies - see *grading criteria*
- A missed assignments or failure to meet deadlines – the student is responsible for discussing missed assignments, class absence, or late arrival with the faculty. The student will need to present a plan for remediating the specific issue
- Academic Honesty (including plagiarism): The School of Theology and Ministry strictly adheres to the academic policy regarding Academic Integrity as indicated on the Seattle University Registrar website, as noted in the box below.
- Disability: If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, please see related note in the box below.

University Resources and Policies

Academic Resources

- Library and Learning Commons (<http://www.seattleu.edu/learningcommons/>)
 - *(This includes: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab)*
- Academic Integrity Tutorial *(found on Angel and SU Online)*

Academic Policies on Registrar website

(<https://www.seattleu.edu/registrar/academics/performance/>)

- Academic Integrity Policy
- Academic Grading Grievance Policy
- Professional Conduct Policy *(only for those professional programs to which it applies)*

Notice for students concerning Disabilities

If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff located in Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.

Syllabus – Detailed Schedule of Course Activities

Basic Class Information, Course Requirements and Texts:

Text for Ministerial and Theological Integration, Student Course Materials. Chapter 3 contains the course description, goals / focus for Winter Quarter, course description and requirements, texts – both required and recommended and grade distribution.

The Approach

As you begin your ministerial internship this quarter, you will actively explore your call to ministry by actually doing the ministry of the church – service to the people of God. Your internship will be the context for your primary work as a person doing public or professional ministry.

As a pastoral minister, you no longer act simply as an individual. You are a public figure, a representative of an agency, church or organization where you are interning. You become the visible expression of the organization's mission, vision, values, customs and beliefs.

The class will afford you the opportunity to do the thoughtful, tough and careful work of reflecting on your contextual experience by using the tools of Theological Reflection. Ministerial and Theological Integration is a way for you to explore professional / personal development and identity, vocation, theological insight and assumptions, ecclesiology, culture, receive peer feedback, and take action.

MTI is a fundamental link between the academy and practical ministry. As such, MTI is key to the engaging the formation process. The formation statement found in the *Formation / Field Education Student Text* Chapter two, contains a succinct description of the approach used in this course.

Things That Work Best:

- This class is built on the profound assumption that **you are a person of worth and value**, you do not need to prove yourself to the faculty, one another or even God!
- **Participation in class** includes peer evaluation, attentiveness to the needs of the self as well as others, identification of your own learnings, prayer, faith sharing and written and oral presentations. Integrity is at the heart of ministry.
- **Questions** are almost always more important than answers. Make very visible in your MTI work the questions you are raising of your –self; work; and theological understandings. This also includes questions about your internship, issues of justice, culture, and political events that influence your pastoral ministry.
- A due sense of accountability for your **ministerial placement**, committing to growth and development toward required competencies. Here is a chance to experience yourself as accountable to ultimate values and self in a sustained fashion.
- **A journal** is a helpful tool for recording your experiences, readings, peer evaluations and interactions which make up your daily journey. While journaling, you will want to be attentive to the social, cultural and political elements of the culture (newspaper / TV / books), the faith tradition and your own insights, thoughts, and feelings. You will not be asked to share your journal writings unless you so choose.
- In oral presentations and written work it is most critical to name, tag, briefly describe, or give evidence of personal / professional learnings gained from theological reflection and peer evaluations.
- All written work is expected to meet the STM writing guidelines.

Course Outline and Assignments

Session 1: Tuesday, January 7, 2014

Class Agenda:

- Prayer/ Check-in / Hospitality Dick Time Keeper: _____
- Prayer and Welcome back!
- Principles of our common work
- Review Syllabus - Review / Explanation of assignments
- Sign up for assignments – prayer, hospitality
- Review upcoming assignments – Goals & Prior Incident
- Prayer - Closure

Internship Site – What is emerging for you? [personally] How do you want to address this next quarter at your site? [professionally] 10 min each

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Session 2: Tuesday, January 14, 2014

Class Agenda:

Prayer/Check-in/Closure / Hospitality _____ Time Keeper: _____

- Issues or Questions
- Questions from Student Text

Goals – Personal and Professional [10 minutes] - Submit electronically before class.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Discussion - Conversation

Recalling Our Own Stories, Edward Wimberly | 25 min] [Chapters 1-5]

6. _____

Discussion - Conversation

Becoming Healthier Pastor, Ronald Richardson [25 min] [Intro / Part I]

7. _____

Debrief / Closure

Session 3: Tuesday, January 21, 2014

Class Agenda:

Prayer/Check-in/Closure / Hospitality _____ Time Keeper: _____
Issues or Questions

Discussion - Conversation:

Recalling Our Own Stories, Edward Wimberly [25 min] [Chapter 6, 7, & 10]

1. _____

Reflection on My Own Prior Experience [20 min each]

3. _____ 5. _____

6. _____

Consultation: [as time permits]

Debrief / Closure

Week of January 27th – Arrange to meet with faculty for one hour – exploring your issues and concerns.

Session 4: Tuesday, January 28, 2014

Class Agenda:

Prayer/Check-in/Closure / Hospitality _____ Time Keeper: _____
Questions and or issues

Reflection on My Own Prior Experience 20 min each

1. _____ 7. _____

Discussion - Conversation

Theological Reflection: Methods – Graham et al. [20 min]

Chapter 2 – Speaking in Parables: Constructive Narrative Theology

5. _____

Discussion - Conversation

Becoming Healthier Pastor, Ronald Richardson [25 min] [Part II Chapters 1-6, 9,]

4. _____

Consultation: [as time permits]

Debrief / Closure

FEBRUARY 4 – 2014 - NO CLASS

Session 5: Tuesday, February 11, 2014

Class Agenda:

Prayer/Check-in/Closure / Hospitality _____ Time Keeper: _____

Questions and or issues
Discuss Assignment - Process Report

Reflection on My Own Prior Experience: 20 min each

2. _____ 4. _____

Verbatim Presentations 20 min each

7. _____

Discussion - Conversation

Theological Reflection: Methods– Graham et all. 20 min

Chapter 3– Telling God’s Story: Canonical Narrative Theology

3. _____

Debrief / Closure

Session 6: Tuesday, February 18, 2014

Class Agenda:

Prayer/Check-in/Closure / Hospitality _____ Time Keeper: _____

Questions and or issues

Theological Reflection: Methods 20 min

- Discussion -- **Theological Reflection: Methods – Graham et all.**
Chapter 4 – Writing the Body of Christ: Corporate Theological Reflection

2. _____

Verbatim Presentations 20 min each

3. _____ 4. _____

Consultation: [as time permits]

Debrief / Closure

Session 7: Tuesday, February 25, 2014

Class Agenda:

Prayer/Check-in/Closure / Hospitality _____ Time Keeper: _____

Questions and or issues

Discussion: Feedback Forms

Verbatim Presentations 20 min each

1. _____ 2. _____

Process Report / see page 8 20 min each

5 _____ 6 _____

7. _____

Consultation as time permits

Debrief / Closure

Session 8: Tuesday, March 4, 2014

Class Agenda:

Prayer/Check-in/Closure / Hospitality _____ Time Keeper: _____

Questions and or issues

Verbatim Presentations 20 min each

5. _____ 6. _____

Process Report / see page 8 20 min each

1 _____ 2. _____

3 _____ 4. _____

Debrief / Closure

Session 9: Tuesday, March 11, 2014

Peer Feedback Ritual and Closure

Planning Team will create the design for the ritual as provided in the faculty handout.

[Those who did not plan fall quarter closing ritual]

Guidance for the feedback: A handout will describe the process in keeping with the feedback asked for in item number 7 on page 8 of the Syllabus.

Feedback Discussion

Next Quarter

Closure

Summary of Winter Quarter Assignments:

1. Internship Job Description – revise if necessary
2. Personal and Professional Goals – revised
3. Papers -- **ALL Papers to be distributed Sunday [three days] before presentation on Tuesday unless otherwise noted.**
 - Reflection on My Own Prior Experience (page 94)** (4 pages maximum)
Begin by asking the question: **What is my earliest memory of justice or injustice in my family of origin?**
 - Use Wimberly | give evidence of reading/using in paper.
 - What is the **mantra** you carry into the pastoral situation, and how does it impact you?
 - For class presentation – not a reading of the paper | rather a **re-telling** of your story.
 - Integration/ Learning paper** (1 page) due 1wk after class presentation.
 - Verbatim (page 85)** (4-6 pages)
 - Integration/ Learning paper** (1 page) due 1wk after class presentation
 - Process Report (p.92) (or Talk to Faculty about an alternative paper** (2 pages maximum)
 - Integration/ Learning paper** (1 page) due 1wk after class presentation
 - Consultation:** - no paper As time permits
 - Option 1. You choose topic from your internship to bring to class for consultation.
 - Option 2. You choose book or chapter for conversation
4. Comments and feedback (providing affirmations and challenges for growth) on all peer papers. Comments to be written on your copy of the presenter’s paper and returned to presenters.
5. Leadership -
 - a. Prayer, Time Keeper
 - b. Last class session Closing Ritual
 - c. Group maintenance - hospitality.
6. Reading:
 - **Book Review Presentation** on “required reading” for quarter - no paper: Presentation should facilitate identification and discussion about 1. Personal crossing points with issues raised by author as well as 2. Professional awareness – the author’s theory
 - Graham, *Theological Reflection: Methods*
 - Wimberly: *Recalling Our Own Stories*
 - Richardson: *Becoming Healthier Pastor [Intro – Chapters 1 to 6, 9] [other chapters and Part 3 optional]*
7. Feedback – all due the last day of class - [A full description will be distributed in week 8]
 - a. Self-Reflection
 - b. Peer feedback -
 - c. On-site Supervisor feedback form – see Student Text [p.114].
 - d. ½ page feedback on instructor
 - e. ½ page feedback on internship site
 - f. STM course evaluation – distributed last 15 minutes of last session of class.
8. Meet for 1 hr with Faculty the week of January 27th for a conversation which focuses on:
 - a. Identify core learnings – name affirmations and challenges for yourself.
 - b. Name learnings from the course.
 - c. Discuss understanding of Theological Reflection.